

*Scientific Temperance xxx*

---

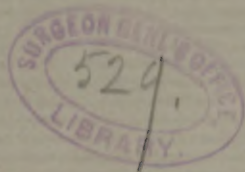
# Scientific Temperance Instruction

In Schools and Colleges.

From November, 1886, to November, 1887.

Mrs. Mary H. Hunt, Superintendent.

---





## SCIENTIFIC TEMPERANCE INSTRUCTION IN SCHOOLS AND COLLEGES.

From November, 1886, to November, 1887.

MRS. MARY H. HUNT, Superintendent.

MRS. L. S. TOBEY (DECEASED), Dep't Sec.

The cause of Temperance will ever be a fluctuating reform until it is based on the education of the people as to the proven facts and deductions of science, namely: That the nature and effects of alcoholic drinks and other narcotics are poisonous to the human system, and as such should be abolished from personal habits and lawful traffic.

Therefore, early education through the schools of every child in the Republic as to the real nature and effects of alcoholic drinks and other narcotics is the object of this Department, which was created in 1880, with its aims then only untried ideas.

### SEVEN YEARS AND THIRTY-THREE STATES AND TERRITORIES.

Seven years of prayer and labor have rolled away, and we report to you at their close that, through the action of State and National legislatures, Scientific Temperance Education is now legally required for the pupils in the public schools in twenty-three of our States, and in all our Territories, including the District of Columbia, making in all thirty-three States and Territories under this legislation.

### SIX AND ONE HALF MILLIONS OF CHILDREN UNDER TEMPERANCE EDUCATION LAWS.

The united population of these States and Territories, as reported by the last census was 27,427,428. That is more than one half the population of the whole country—50,000,000, as reported by that census. Our entire population is now estimated to be at least 64,000,000. That would put the present population of our temperance education States and Territories at over 34,000,000.

On the accepted estimate that the ordinary school population of a community is one fifth of the whole people, we have to-day over six and one half millions of children in this country for whom the law has provided a temperance education. "What hath the Lord wrought!"

The following list shows the names of these States and Territories, and the date of enactment and amendment of same in each case.

The star (\*) indicates that a penalty is attached to the enforcing clause of this statute in the State or Territory to which it is affixed.

Those marked with a dagger (†) require the study of all pupils in all schools.





Those marked with the double dagger (‡) require the study of all pupils in all schools pursued with text-books in the hands of the pupils.

Those marked with a parallel (||) that it shall be taught in the same manner and as thoroughly as other required branches.

The section mark (§) indicates that text-books on this topic used in Primary and Intermediate schools in those States must give one fourth of their space to temperance; and not less than twenty pages to this same subject in the High school physiologies.

Thus at a glance the reader can see the present situation of this legislation in our land.

## 23 STATES.

Nov., 1882, Vermont, amended 1886,  
   adding ‡ || § \*  
 1883, Michigan, amended 1886,  
   adding ‡ || §  
 1883, New Hampshire.  
 1884, New York †  
 1884, Rhode Island.  
 1885, Alabama.  
 1885, Maine †  
 1885, Oregon.  
 1885, Nebraska †  
 1885, Wisconsin †  
 1885, Nevada.  
 1885, Kansas †  
 1885, Pennsylvania † \*  
 1885, Massachusetts † ||  
 1885, Missouri.  
 1886, Iowa † || \*  
 1886, Maryland † ||  
 1886, Connecticut.  
 1887, California † \*  
 1887, Delaware †  
 1887, Minnesota †  
 1887, West Virginia ‡ || \*  
 1887, Colorado \* || ‡

## 10 TERRITORIES.

By act of Congress, 1886.

Idaho \* ‡ ||  
 Washington \* ‡ ||  
 Arizona \* ‡ ||  
 Montana \* ‡ ||  
 Wyoming \* ‡ ||  
 Dakota \* ‡ ||  
 New Mexico \* ‡ ||  
 District of Columbia \* ‡ ||  
 Utah \* ‡ ||  
 Alaska \* ‡ ||

## ESSENTIAL POINTS TO A GOOD LAW.

Only a law that will be enforced insures a temperance education to the children. Experience teaches that each feature indicated by our symbols is essential to that end, viz.: This study must be pursued with text-books in the hands of all pupils able to read in all schools, and as thoroughly and in the same manner as other required branches. With text-books that give one fourth of their space to temperance matter for Primary or Intermediate schools, and twenty pages at least for High schools, or we lose the real object of all this legislation.

Without penalty for disobedience this, like any law without penalty, is only advice.

What yet remains to be done to perfect and insure the real fruits of our many victories can be seen by studying the symbols attached to each State.

#### NEEDED AMENDMENTS.

To secure the best enforcement, the law in many of the States needs amending, to be made more stringent by adding the features indicated by all our symbols. This work of strengthening weak laws was grandly begun in Vermont last autumn. If Michigan had only added a more specific penalty her statute, amended this year, would have been complete.

#### STATE SELECTIONS OF TEMPERANCE TEXT-BOOKS DANGEROUS.

We are often asked, "Is it desirable to have the selection or recommendation of these text-books made for the State by a committee appointed by the legislature?" We reply, Not unless your committee is very wisely chosen. A wrong selection in such a case is for the whole State instead of for only one locality, as when a local board chooses the wrong books. If such a committee is to be thus appointed, let them by all means be high-minded, total abstinence, business men. They are less liable than educators to be influenced by entangling relations with publishers, and more apt to choose with reference to complying with the spirit of the law.

#### ENFORCEMENT.

The general public are coming to take a more active interest in the enforcement of this legislation. The progress in this respect this autumn is marked.

The tendency is toward a more honest enforcement of the spirit as well as the letter. There is much ground that is legally ours to be occupied if we only move on to take it.

I doubt if our local Unions are yet half awake to their duty and responsibility in securing in their own localities the full enforcement of the temperance education laws.

#### TEACHERS.

There has been a marked growth of sentiment in favor of this study on the part of teachers during the past year that is very encouraging. They are coming to realize that this is a regular part of pedagogical work, and therefore entitled to a place in Teachers' Institutes, and the discussion of "how to teach."

There is a great call for trained instructors on this topic to teach the teachers. That call must be met another year. A hearing on this subject before a great meeting at Chicago, in connection with the National Teachers' Association, was given the National Superintendent of this Department in July of this year.

Through the generosity of friends, the National Superintendent has been made a life director of the National Teachers' Association.

#### UNPOSSESSED LAND NORTH OF THE POTOMAC.

The question whether we may teach is largely settled. The passage of



the New York law four years ago sent a thrill through the country that has echoed in the legislative chambers of every State in this Republic, and in the halls of our National Congress.

Only four States north of the Potomac, persistently refusing the appeal, are yet without temperance education laws. These are Indiana, Illinois, Ohio, and New Jersey. In some respects difficult States, but sure to follow this overwhelming example.

THE LATE MRS. L. S. TOBEY, SECRETARY.

For the past four years there has stood by the side of the National Superintendent in her home a sister, and Secretary of this Department, so true in her devotion to this effort to save the children of this country from drink that its interests were her interests.

Early and late at her desk, from her pen went out letters and documents to all parts of this and other lands until she thus really wrote her very life into her work for temperance education.

No counting of letters written or documents sent out under her hand could give any thing like a true report of what she was able to accomplish. Every letter and circular went freighted with prayer from a soul that, living in the presence of God's smile, longed for the coming of his kingdom on the earth.

To her foreign correspondence we are largely indebted for the extension of the work of this Department in other lands.

The exactions of the work of the National Superintendent in Washington the winter and spring of 1886, incident to the passage of the National Temperance Educational Bill, left her, Mrs. Tobey, with less than the usual help. The long days at her desk, often in winter begun long before light, weakened the thread of life never very strong. She began to fail, and went home to heaven last July.

Over the grave of one of the Wesleys, in Westminster Abbey, is the inscription, "God's workers die, but his work goes on."

From over the battlements of heaven she seems to us to be watching the progress of this effort to save every child in the Republic from the horrors of strong drink.

REPORT OF TEXT-BOOK COMMITTEE.

That we may teach is settled. What shall we teach? is far from being a settled question.

The public mind, and that of our workers, when turned to Scientific Temperance, for the past four years has been occupied with securing legislation permitting the teaching; therefore little careful thought has been given to the real question itself, viz.: What shall we teach? Meantime, text-book publishers and their agents have attempted to answer it for us with books rushed into our open fields that do not contain the truths we asked legislatures to compel to be taught.

Scientific Temperance Instruction is not getting a law, but it is the impartation of the scientific facts about the nature and effects of alcoholic drinks and other narcotics, which facts are the reasons for total abstinence.

No matter how good the law, or how great our victory in securing it, if the facts against drink, tobacco, etc., are not in the books that follow the law into the schools, our object is defeated.

#### THE OLD THEORY OF MODERATE DRINKING IN OUR SCHOOLS.

Prior to the recent discoveries of modern science concerning its nature and effects, "the abuse and not the use of alcohol" was the evil temperance advocates sought to reform. They denounced drunkenness but said nothing against the drink itself. That there is danger per se lurking in the first or occasional glass, because of the nature of the drink, was not then understood, and men were urged to control, rather than warned against forming, the drink habit.

From this standpoint, many of the text-books now pushed into the schools have been written.

1. They denounce drunkenness, its consequences, and the drunkard in vivid terms ("the abuse") but do not describe alcohol as a poison.

2. They tell of discords in families, quarrels, murders, sickness, pauperism, insanity, and misery, as some of the results of the effects of alcohol on the nervous system, ("the abuse,") but do not enlarge upon the unchanged and poisonous presence of alcohol in beer, wine, and cider, and do not put strong and emphatic emphasis upon the warning against beginning the use of these liquors.

3. They teach that the man who indulges freely in drink is likely to pay for it the next day with headaches, etc., ("the abuse,") but they do not emphasize the fact that, used as a beverage, alcohol always endangers the drinker in proportion to the amount taken.

4. Some of them teach that the appetite for alcohol keeps growing, and a moderate drinker is in some danger of becoming a drunkard, ("the abuse,") but they do not teach that in beginning to drink at all, lies the danger of forming the imperious appetite that leads to ruin, and that the moderate drinker is always in danger of becoming a drunkard.

The student of modern research on this subject sees in the omissions and qualified statements of such a book, the trace, at every point, of the old fallacies that have been the cause of a large share of the drunkenness that blights modern society. This is really the theory of moderate drinking.

#### THE NEW THEORY—MODERN SCIENCE TEACHES TOTAL ABSTINENCE—THE SCHOOLS SHOULD TEACH IT.

If this new education is to give to the world a coming generation of intelligent total abstainers, as we expect, its manuals of instruction must conform to the following specifications:

1. They must teach with no uncertain sound the proven findings of science, viz.:

- (a) That alcohol is a dangerous and seductive poison.

- (b) That beer, wine, and cider contain this same alcohol, thus making them dangerous drinks, to be avoided, and that they are the product of a fermentation that changes a food to a poison.



(c) That it is the nature of any liquor containing alcohol to create an appetite for more, which is so apt to become uncontrollable that the strongest warning against taking that little and thus forming the appetite should be urged.

2. They must teach, also, the effects of these upon the human system—that is, upon the whole being, mental, moral, and physical.

3. This instruction must be as well graded to the capacities of each class as the modern school readers are. A book fit for high school put into primary or intermediate classes will make the study a failure there.

4. This is not a physiological but a temperance movement. In all grades below the high school this instruction should contain only physiology enough to make the hygiene of temperance and other laws of health intelligible.

5. This effort to disabuse the minds of the coming generation of the fallacies which lead to drink habits should purposely avoid reference to the medical use of alcohol.

Lacking in any of these points, a text-book on scientific temperance is incomplete, and the use in schools of such a book will not result in a strong temperance sentiment among pupils using it.

#### THE TEXT-BOOK CONFLICT.

The temperance text-book war is virtually the question: *Which of these shall be taught the children of our land?* The old theory of moderate drinking, or the new total abstinence theory of modern science.

The settlement of this largely settles the temperance question of the near to-morrow and the vast interest involved.

Text-book publishers, with one or two exceptions, have put their money into books that, with an *excess of physiology*, teach a smattering of the old theory. We demand that the new, the total abstinence, the true theory, shall be taught, as it is in the Pathfinder books, and urge all publishers to make their books as good.

But they do not feel quite sure of a market for such "radical" books. They are only as radical as the truth. It costs money to revise text-books, and for the time being, they think it will cost less to try to overcome with the public the W. C. T. U. objections to their unworthy books by maligning the motives of the W. C. T. U. and their National Superintendent. And so these publishers, who are indebted to us for the market for every temperance text-book they have ever sold, repay us with what has been to the National Superintendent, and to others in our ranks this year, a cyclone of slander. One longs for a mirror to hold before them, in which these publishers and agents and their allies shall "see themselves as others see them."

The late Pennsylvania convention passed the following resolution. We would commend similar action to all States:

*Resolved*, That our State Superintendent of Scientific Instruction be directed to request the various boards of education of Pennsylvania, who are about to select temperance text-books for the schools of this State, to reject as unworthy books which need to be recommended by the help of the false



charge that the W. C. T. U. and the National Superintendent of Scientific Instruction have interested motives in not indorsing such books.

## REVISION OF BOOKS.

\* The firm of Van Antwerp, Bragg & Co., of Cincinnati, was importuned by the National Superintendent six years ago to publish a series of three books for school use on scientific temperance.

Their author, Dr. Brown, a few weeks before the laws of our first three States (Vermont, Michigan, and New Hampshire) were to go into force, sent the discouraging information that he "had decided not to write these promised books," that were to have been ready for these schools in the near coming September. It was a cruel disappointment. After the enactment of the New York law, this firm issued the high school book, "Eclectic Physiology." Hearing that they were revising this book the National Superintendent wrote, asking them to bring that revision to W. C. T. U. standards, offering to read the proof before it was electrotyped, and suggest changes necessary, (if such should be needed,) to secure our indorsement.

This proof was promptly corrected by us, all brief changes being written out in full in the proof and suggestions of others, more extended, to be made by the author, were sent him through the publishers. These changes were so imperfectly made we could not accept them.

Various unsuccessful attempts on their part greatly delayed the work, until we ourselves wrote out all this matter in full which was accepted, and we offered the firm an indorsement of the work for high schools and advanced classes in common schools. But they demurred, insisting that we should indorse it "for schools."

If we did, they could use such a general indorsement as a recommendation from us to push this high school book into schools of any grade. Scientific temperance can not be successfully taught in intermediate grades from a high school physiology any more than mathematics can be with a high school algebra. W. C. T. U. State Superintendents of experience in watching the enforcement of these laws, agree with these conclusions.

At much trouble and expense, especially to the National Superintendent, we revised for the same firm a book for primaries. They have not yet informed us whether they will accept that revision. We still hope they may. The more than annoyance incident to doing this work of revision for this firm has been simply unreportable, and the result another disappointment.

We hoped to have as the fruit of this labor, another set of books we could indorse. The high school book is very good for that grade, and as such we indorsed it last April. The publishers may use this indorsement if they will.

We have many times urged this firm (Van Antwerp, Bragg & Co.) to issue an Intermediate book, and thus they would have a series that would settle the differences, provided they make the intermediate and primary works right.

## OTHER PUBLISHERS.

The National Superintendent has the past year, through a personal conference with one of the authors, made application to the Appletons for improved temperance text-books. Have heard nothing from it.

Have also importuned Iverson, Blakeman, Taylor & Co., and the J. B. Lippincott Publishing Company by letters; and other houses by conference with authors, and by letters. Lee & Shepard by personal conference of both the National Superintendent and Secretary of the Advisory Committee. The Rhode Island W. C. T. U. join us in this.

In addition to this we have sent them all, through their syndicate, the urgent request to revise and the assurance that the indorsement and hearty sympathy of the Scientific Temperance Department would be theirs if their books represented our standards. The result has been just the same, as it will ever be. These men turn from our wishes to the market. When it will pay better, they will revise, and not until then.

The insertion into the Pennsylvania and Massachusetts law of the clause that requires temperance teaching in each division of the subject of the book, brought to the National Superintendent a fierce attack of the old charge, "book job," but the principal firms after that revised that feature of their books, and put the temperance matter all the way through instead of at the end of the book. Otherwise they were outlawed in those States.

"The revision of the laws of Vermont and Michigan requiring one fourth of the space in primary and intermediate books given to temperance matter, is the heaviest blow you have struck for revision. They find their books outlawed," said a prominent school man familiar with the school book business. "If you do that in a few more States, the publishers will put in enough temperance, and if you see that it is of the right kind, the trouble will end."

## A VICARIOUS WORK.

Every step of progress in this vast work has been made at tremendous cost. We have never asked for and secured a law without having the false charge, "book job," hurled at us by the liquor fraternity. The better the law, the fiercer the accusation.

We have never asked for a literature that contains the truth to be put into the hands of the pupils without being charged afresh with selfish interests.

When we have refused to indorse and criticised the dangerous teachings and the absence of the essential truths in so-called scientific temperance text-books, we have heard again from book agents and their allies, the "book job charge," accented with a venom born of the enmity of the bottomless pit.

Better ask for no law than not to plead for a strong one that would not be enforced.

Not to stand by the only books that contain the essential truths and to indorse those that do not contain them, would be to lose the things we are

after, viz.: The embedding of these truths into the intelligence of our six and one half million children.

Therefore, the National Superintendent (upon whom the heaviest of this has fallen), like Luther, could only stand.

Her closing reply to the libelous attack of the Minnesota Temperance Text-book Commission tells its own story.

Childhood, to-day saved from the saloon, and the nation thus saved to-morrow, is the stake played for in this desperate game.

All that is holiest in mother-love, all that is purest in the patriotism that would save the country from the saloon, for God and humanity, enters into our opposition, or our support, of these books.

Teaching that is as radical as the whole truth about alcoholic drinks and other narcotics, must be put into our schools if our children, and the land, soon to be governed by them, are saved from the horrors of intemperance. No misrepresentation or maligning of my motives will ring from me an endorsement for any thing less, or deter me, and my co-workers, from doing my utmost to secure this teaching for the childhood of America. We know no defeat. If, sometimes, we must wait with God, we are thus with him, only biding our time for the ultimate victory that is sure. For His "kingdom will come."

#### THE GREAT PETITION.

It occurred to the National Superintendent that a consensus of opinion as to what should be taught, in the form of a petition to the publishers, would be wise. Such a petition, if signed by the great names in various parts of the country of the men and women who have supported this movement by petition, by work, and by votes for it in our State and national legislatures, would give the publishers a glimpse of public opinion, demanding the full truth taught the children, which is the largest and most permanent market.

The subjoined petition, with only a part of the many noble names added later (for book ed. room) has just gone to all publishers of unworthy books.

MARY H. HUNT,

ALICE M. GUERSEY.

#### A PETITION TO PUBLISHERS OF TEMPERANCE TEXT-BOOKS.

1. Thirty-two States and Territories now require scientific temperance instruction in the public schools, and the question whether the children shall receive such instruction is seen to depend largely upon the character of text-books employed.

2. It was the intention of those who secured these laws that the children should have the latest science concerning the dangerous and hurtful qualities of alcohol used in any degree, and the peril of forming the habit of its use.

The law requires this. Nothing less than this will ever satisfy its friends.

3. Those text-books that are largely physiology, with a minimum of



temperance matter that only points out the evil of drunkenness and the danger of excessive use of alcoholic drinks and narcotics, do not meet the requirements of the law, and do not satisfy those who secured its enactment and who are *determined to secure its enforcement.*

4. Therefore, the undersigned legislators who voted for these laws in various States and in the National Congress, the representatives of temperance organizations, and who are familiar with the sentiment, and are entitled to speak for the very numerous membership of different churches and other bodies, extending widely throughout the land, and citizens who speak for ourselves, do make respectful and earnest appeal to all publishers of text-books on this subject to revise their publications to conform to the latest results of scientific inquiry, and to meet the terms and spirit of these statutes in making the temperance matter the chief and not the subordinate topic in these books, so that public and authorized expressions of approval and indorsement of all such books can be issued and given wide circulation.

5. In urging this appeal we beg leave to represent that if this new education is to give to the world a coming generation of intelligent total abstinents, as we expect, its manuals of instruction must conform to the following specifications:

1.—They must teach with no uncertain sound the proven findings of science, viz.:

*a.*—That alcohol is a dangerous and seductive poison.

*b.*—That beer, wine, and cider contain this same alcohol, thus making them dangerous drinks, to be avoided, and that they are the product of a mentation that changes a food to a poison.

*c.*—That it is the nature of a little of any liquor containing alcohol to create an appetite for more, which is so apt to become uncontrollable that the strongest warning should be urged against taking that little and thus *forming* the appetite.

2.—They must teach also the effect of these upon "the human system,"—that is, upon the whole being, mental, moral, and physical. The appalling effects of drinking habits upon the citizenship of the nation, the degradation and crime resulting, demand that instruction here should give clear and emphatic utterance to the solemn warnings of science on this subject.

3.—This instruction must be as well graded to the capacities of each class of pupils as the modern school readers are. A book fit for high schools put into primary or intermediate classes will make the study a failure there. Truth is just as true and as scientific when told in easy words as when put into stilted technicalities the child can not understand.

4.—This is not a physiological but a temperance movement. In all grades below the high school this instruction should contain only physiology enough to make the hygiene of temperance and other laws of health intelligible. Temperance should be the chief and not the subordinate topic, and should occupy at least one fourth the space in text-books for

these grades. As only a small portion of the pupils in our public schools attend high schools, and vast numbers leave with the primary, this instruction should be early and ample. It is not desirable to have a separate book for the physiology heretofore studied in the high school or to limit the amount, but at least twenty pages out of that ordinarily required should be given to the question of the danger of alcoholic drinks and other narcotics, in a text-book for these classes.

5. This effort to disabuse the minds of the rising generation of the fallacies which lead to drink habits should purposely avoid reference to the medical use of alcohol, except to state that as by common consent its lay prescription is condemned, the question of its use as a remedy may properly be relegated to medical treatises, as out of place and misleading in a school text-book.

Lacking in any of these points, a text-book on scientific temperance is incomplete, and the use in the schools of such a book will not result in a strong temperance sentiment among the pupils using it.

Because the question of total abstinence for the children of this country, and therefore of their well being and that of the land soon to be governed by them, depends so largely upon the teachings in these books, we make this appeal.

HENRY W. BLAIR, United States Senator from New Hampshire.

DAVID DORCHESTER, D.D.

WM. CLAFLIN, Ex-Governor of Massachusetts.

JOHN W. OLMSTEAD, D.D., editor of the *Watchman*.

ROLAND WASHINGTON, editor *Boston Traveller*.

JOHN BOYLE O'REILL, editor of the *Pilot*.

ALBERT H. PLUMB, D.D. President Massachusetts Amendment Society.

MARY H. HUNT, National Superintendent of the Scientific Department of the *W. C. T. U.*

HUGH MONTGOMERY, President Temperance Society of the M. E. Church, of New England.

JAS. A. BEAVER, Governor of Pennsylvania.

GEO. W. E. DORSEY, member of Congress from Nebraska.

FRANCES E. WILLARD, President National Woman's Christian Temperance Union.

HENRY J. WELLS, member Massachusetts Senate.

JOS. COOK, of Boston Monday Lectureship.

GEO. F. HOAR, United States Senator from Massachusetts.

GILBERT GATES MOSELEY, editor *Christian Herald*, Hartford, Conn.

CHAS. S. BAKER, member of Congress, Rochester, N. Y.

GEO. W. GEDDES, ex-member of Congress from Ohio.

E. W. MORRILL, member of Congress, Kansas.

REV. HENRY M. GRANT, Secretary of Temperance Committee of Congregational Churches of Massachusetts.

S. M. MIRBILL, D.D., Bishop of M. E. Church, Chicago.

- BENJ. ST. JAMES FRY, D.D., editor *Central Christian Advocate*, St. Louis, Mo.  
 HENRY M. DEXTER, editor *Congregationalist*, Boston, Mass.  
 ISRAEL P. WARREN, D.D., editor *Christian Minor*, Portland, Me.  
 W. P. HEPBURN, member of 47th, 48th and 49th Congresses, Iowa.  
 WM. P. FRYE, United States Senator from Maine.  
 THOS. BOWMAN, D.D., LL.D., Bishop of M. E. Church, St. Louis, Mo.  
 C. D. HILLS, D.D.  
 E. H. CONGER, member of Congress from Iowa.  
 JANETTE H. KNOX, President New Hampshire State W. C. T. U.  
 HERRICK JOHNSON, D.D.  
 F. M. N. STEVENS, President Maine W. C. T. U.  
 HENRY W. PALMER, Attorney-General of Pennsylvania.  
 J. R. LOOMIS, LL.D., ex-President of University, Lewisburg, Penn.  
 JOHN F. HURST, D.D., LL.D., Bishop of M. E. Church, Buffalo, N. Y.  
 W. D. OWEN, member of Congress from Indiana.  
 MRS. JOS. D. WEEKS, State Supt. of Scientific Instruction of Pennsylvania  
 W. C. T. U.  
 SAMUEL W. ABBOTT, M.D., Secretary Massachusetts Board of Health.  
 HORATIO Q. BUTTERFIELD, D.D., President of Olivet College, Michigan.  
 HENRY J. BOWDITCH, M.D., Boston, Mass.  
 EMELINE S. BURLINGAME, President of Rhode Island State W. C. T. U.  
 S. R. PETERS, member of Congress from Kansas.  
 FRED. D. ELY, member of Congress from Massachusetts.  
 JAS. W. STRONG, D.D., President Carleton College, Michigan.  
 MARTIN A. HAYNES, member of 48th and 49th Congresses, from New Hampshire.  
 EUGENE H. CLAPP, M. W. P. Sons of Temperance.  
 MARY W. THOMAS, President Maryland W. C. T. U.  
 W. W. BROWN, member of Congress from Pennsylvania.  
 SARAH D. LAFETRA, President W. C. T. U., Washington, D. C.  
 ELLEN M. WATSON, Corresponding Secretary of Pennsylvania W. C. T. U.  
 MARY ALLEN WEST, editor of *Union Signal*, and State Superintendent of  
 Scientific Instruction of Illinois.  
 CHARLOTTE S. WINCHELL, State Superintendent of Scientific Instruction of  
 W. C. T. U. of Minnesota.  
 SALLIE F. CHAPIN, President of South Carolina State W. C. T. U.  
 H. A. HOBART, President of Minnesota W. C. T. U.  
 BENJ. R. JEWELL, Secretary Massachusetts Total Abstinence Society.  
 LOUISA O. BROCK, President Missouri W. C. T. U.  
 MARGARET S. HILLES, President Delaware W. C. T. U.  
 JENNIE F. HOLMES, President Nebraska W. C. T. U.  
 \*WM. W. GROUT, member of Congress from Vermont.  
 MARY E. ERVIN, President of Mississippi W. C. T. U.  
 MRS. GEORGE W. BAIN, President of Kentucky W. C. T. U.  
 CLARA HOFFMAN, President of Missouri W. C. T. U.  
 D. B. HENDERSON, member of 48th, 49th, and 50th Congresses.



CAROLINE E. MERRICK, President Louisiana W. C. T. U.

JOHN D. LONG, ex-Governor of Massachusetts, member of 49th and 50th Congresses of the United States.

EDWARD E. HALE, D.D., LL.D.

JAMES DE NORMANDIE, D.D., editor of *Christian Register*.

A. A. MINSER, D.D., Chairman of Massachusetts Board of Education.

B. K. PEIRCE, D.D., editor of "*Zion's Herald*."

WM. H. THAYER, author of "*Life of Garfield*."

W. E. BARRETT, editor of *Boston Advertiser*, Mass.

SAMUEL J. ELDER, member Massachusetts legislature.

ALEX. H. RICE, ex-Governor of Massachusetts.

T. A. NOBLE, M.D., editor the *Advance*, Chicago, Ill.

S. C. WEBSTER, D.D., Superintendent Adam's Nervine Asylum, Boston, Mass.

JOHN H. VINCENT, D.D., LL.D., President Chautauque Assembly and Teachers' Sunday-school Association.

JOHN J. INGALLS, President *pro tem*. United States Senate.

ALBERT S. WILLIS, member of Congress from Kentucky.

CLINTON B. FISK, President of Indian Association.

J. M. BUCKLEY, D.D., LL.D., editor *Christian Advocate*, New York city.

THOS. RYAN, member of Congress from Kansas.

O. H. WARREN, D.D., editor *Northwestern Christian Advocate*, Syracuse.

E. G. ROBINSON, D.D., LL.D., President Brown University.

J. M. WALDEN, D.D., Bishop M. E. Church, Chattanooga.

WM. F. WARREN, D.D., LL.D., President of Boston University.

WM. E. SHELDON, President National Teachers' Association, 1887.

JAS. O'DONNELL, member of Congress from Michigan, who had charge of the National Temperance Education bill in Congress.

JAS. L. HOWARD, Lieutenant Governor of Connecticut.

SIMON GILBERT, editor *Western Advance*, Chicago.

JANE A. JOHNSON, President West Virginia W. C. T. U.

EDWARD G. ANDREWS, D.D., LL.D., Bishop of M. E. Church, Washington, D. C.

JOHN W. AKERS, Superintendent Public Instruction, Iowa.

THEO. L. CYLER, D.D., President National Temperance Society, New York city.

J. D. KINGSBURY, Secretary of Temperance Committee of Congregational Churches of Massachusetts.

JULIUS H. SEELYE, D.D., LL.D., President Amherst College.

MARION S. TIER, State Superintendent of Scientific Instruction, New York.

MRS. W. H. PLEASANTS, President of Virginia W. C. T. U.

T. W. PALMER, United States Senator from Michigan.

ARTHUR EDWARDS, D.D., editor *Northwestern Advocate*, Chicago.

JAS. H. FAIRCHILD, President Oberlin College, Oberlin, Ohio.

H. K. CARROLL, LL.D., editor of *Independent*, New York city.

JOHN W. PRITCHARD, editor of *Christian Nation*, New York.

H. L. DAWES, United Senator from Kansas.

J. W. GALLINGER, M.D., member of the United States Congress from New Hampshire.

THOS. M. BROWNE, member of Congress from Indiana.

ALBERT DAY, Superintendent of Washingtonian Home, Boston.

J. H. BAYLESS, D.D., editor *Western Christian Advocate*, Cincinnati, Ohio.

ELIZABETH S. TOBEY, President W. C. T. U. of Massachusetts.

GEO. F. MAGOWN, Iowa College, Grinnell, Iowa.

THOS. MORGAN, President Rhode Island State Normal School.

MRS. S. B. FORBES, President of the Connecticut State W. C. T. U.

MARY C. WOODY, President North Carolina W. C. T. U.

JAS. MOORE, Principal Friends' School, New London, U. C.

FRANCES L. SWIFT, President Pennsylvania W. C. T. U.

MRS. C. A. DANHAM, State Superintendent Scientific Instruction of Iowa.

\*J. ELLEN FOSTER, President Iowa W. C. T. U.

OTIS F. PRESBREY, editor *Pilgrim Press*, Washington, D. C.

MRS. W. C. SIBLEY, President Georgia W. C. T. U.

FANNY H. RASTALL, President Kansas W. C. T. U.

ELLEN C. BRYCE, President Alabama W. C. T. U.

LYDIA M. CHACE, President of Arkansas W. C. T. U.

\*E. E. HIGBEE, Superintendent Public Instruction of Pennsylvania.

JENNY B. BEAUCHAMP, President of Texas W. C. T. U.

AMY C. KELLOGG, President Wisconsin W. C. T. U.

LAURA C. HOWEY, President Montana W. C. T. U.

ELIZABETH S. DICKEY, President Utah W. C. T. U.

JAS. WHEELER, member of United States Congress from Alabama.

BYRON F. CUTCHEON, member of United States Congress from Michigan.

MARY A. J. HICKS, President Wyoming W. C. T. U.

ALICE M. GUERNSEY, Secretary of Advisory Committee of Scientific Department of W. C. T. U.

AMY KELLOGG, President W. C. T. U. of Wisconsin.

LUCY A. SUTZER, President W. C. T. U. of Washington Territory.

LAURA E. HOUEY, President of Montana W. C. T. U.

#### NO SCHOOLS FOR FIVE TWELFTHS OF THE CHILDREN IN THE UNITED STATES.

While more than one half the people in this country have provided temperance education for their children, a considerable number of the remaining have no schools with which to teach temperance or any thing else. There are, it is estimated, now 18,000,000 children and youth of school age in this country; statistics show that ten and a half millions only are enrolled in public or private schools, while seven and a half millions, five twelfths of the whole, are growing up in absolute ignorance of the alphabet. Some may be neglecting school opportunities, but for the largest proportion of these millions there are not only no schools, but no money provided for the support of schools. To these coming illiterates the Bible, with its lessons of virtue, will forever be a closed book, their allegiance

with vice is inevitable, and our boasted freedom will soon be at the mercy of their ballots. The strength of a republic is dependent upon the virtue and intelligence of its people. Virtue and intelligence so intersphere that the former is dependent on the latter.

#### FEDERAL AID FOR PUBLIC SCHOOLS.

A bill has for several years been before Congress, which, if passed, would take from the surplus in our national treasury an adequate sum to disburse among the States, on the basis of illiteracy, to start schools in otherwise neglected portions of our country. If this bill could be passed, there would be schools for these neglected children. Clearly, the next great step to be secured in order to hasten the day when every child in the Republic shall be taught through the schools to abhor strong drink, is the enactment by Congress of what is known as the Blair bill.

The annual W. C. T. U. conventions last year, State and national, passed resolutions in its favor. It is the duty of this Department to transmute resolutions into "the Acts of our Apostles." Ten thousand petitions were sent out. The local Unions of the United States circulated them. The work was thus set in motion. Ten thousand persons, over their own signatures, and 150,000 by personal letters, asked the forty-ninth Congress to pass this law, including the membership of the great societies and Churches that joined us, over 2,000,000 petitioners from all parts of the land besieged Congress for this help for public schools.

Why, then, did not the bill pass? you ask.

It did pass the Senate, and in response to this home pressure the coolly critical attitude of the lower House changed to one of active interest.

Why, then, did it not pass there?

In answer to this question, a prominent congressman said: "In adopting rules that control the business of this House, the forty-ninth Congress unwittingly walked into a close box, shut down its cover with a spring lock, and left the key with a few bosses outside, who will let us out or keep us in as they will. On the school bill they won't let us out."

Three times more than two thirds of the House expressed by their votes their wish to consider this measure, and by every recourse possible under these arbitrary rules tried in vain to get it before them for action. The obstructionists said "the bill would pass if it should come to a vote." This was virtually admitting that they less than half a dozen men had taken advantage of their official positions to thwart the will of two thirds of the representatives of sixty million people.

Was not all that petition work lost, then?

No! A thousand times, No! Every time you, with petition and leaflets in hand, went from door to door explaining the measure and its needs, you were making popular sentiment for which the bill has long waited. It has many times before passed the Senate to die—nobody knew how or why—in silence in the House. And that portion of the public press that applauds victory and sneers at a defeat, has sneered until the people caught the infection, and, knowing no better, sneered too.



Our campaign last winter lifted this question to the plane that demands a better reason than a sneer from the objector. And it exposed to the eyes of the American people the real enemies of the bill and their methods.

After it had passed the Senate, two thirds of the House more than three times expressed a desire to vote to consider it, but the opponents, taking advantage of arbitrary rules of the House, filibustered away the time so that a vote could not be reached. Its worst enemies admitted it would pass by a two-thirds vote, if the House could only get it. Hence, the bitter opposition of this small minority. When it became evidently too late to reach it through any other committee, we sent the bill to the Committee on Rules, a privileged committee of five, who can report at any time, and whose business has the right of way. The two Republicans on that committee, Mr. Hiseock, of New York, and Mr. Reed, of Maine, favored reporting the bill. Mr. Randall, of Pennsylvania, Mr. Morrison, of Illinois, and Mr. Carlisle, of Kentucky, opposed it. The vote of either of these last gentlemen would have made a majority in the committee and given a vote to the House, who, as we have already said, would have been sure to have passed it.

If they would only have reported it adversely, we should have been glad, but they simply refused to do any thing. It was an instance of three men saying to the representatives of sixty millions of people, "You shall not have a chance to vote upon this question." Messrs. Randall, Morrison, and Carlisle may have been sincere in their opposition to the bill, but for them to take advantage of their official positions to keep the question from the consideration of the House, would have been more becoming in the Czar of Russia than in members of the Congress of the United States, where the will of the majority is supposed to be the supreme and deciding power.

What is the secret of this bitter opposition? I asked a leading Southern Democrat, a member of the House. "The habit of opposition. These leaders on our side for twenty years have been opposers, and have thus formed the habits of obstructionists." But I can see more. It is a fearful battle, in which bitter opposition to the education of the black man, opposition to free schools by the papal power, and the spirit of oligarchies that hates the uplifting of the masses, are the contestants with the best spirit of our age, which seeks to carry the elevating influences of education and its accompanying civilization and Christianizing power to all classes and races of men.

In the interest of belated measures, the House has retained for many years a rule that "during the last six days of Congress any member may, if recognized by the Speaker, move to suspend the rules and pass a bill." This was the forlorn hope of many a measure in the late Congress. Speaker Carlisle insisted upon being informed in advance what bill any member proposed to thus call up. And if he did not approve the bill he did not recognize the member, even if, as in the case of the education bill, two thirds

of the House wanted to consider it. Thus, during the last six days, the legislation of this country was virtually in the hands of one man. Was not that centralization of power?

Appropriation bills had been kept back until these days came. As they have always the right of way and preference to any thing else, like successive avalanches, they swept under every thing before them. "This is to prevent unwise legislation getting a chance," explained the apologists. The judge of such un wisdom, by that course being not the will of the majority, but the chairman of the Appropriation Committee.

Whenever, during the last useful days, there occurred by day or night an interval between appropriation bills and Conference Committee reports, from fifty to one hundred members springing at once to their feet, rushed into the space before the Speaker's desk with upturned faces and up lifted arms, waving bills in the air, beseechingly shouting, "Mr. Speaker! Mr. Speaker!" The fortunate man with a bill which the Speaker approved was recognized. Thus a few measures became laws, but not the Educational bill. It is only biding its time. One of its worst enemies in the House said "the tide had risen so high for it here that if the session had been a little longer it would have passed in spite of us. I suppose it will go into the next Congress, if you folks keep at it."

He was right. The stalling process could not succeed in a long session, and we shall "keep at it." This great nation, from its surplus wealth, should provide education for its otherwise neglected children. The patriotic, child loving, God-fearing womanhood of America has espoused the cause, and they know no defeat.

Our campaign for it in the last Congress, in arousing public sentiment, in clearing away the mists of mistaken ideas, and in removing prejudice, was victory at every step, essential to the culminating act of triumph in the fiftieth Congress.

The National Superintendent gave the months of January and February to the conduct of this campaign in Washington, and in that connection would make special mention of the help of many ladies, who, visiting that city from different parts of our country, seized upon the opportunity to urge the members of Congress representing their sections to heartily support this bill.

#### MAINE.

**Mrs. W. Spaulding, Superintendent.**

**An Act requiring Scientific Temperance Instruction in the Public Schools.**

*The people of the State of Maine, represented in Senate and General Assembly, do enact as follows:*

**SECTION 1.** Provision shall be made by the proper local school authorities for instructing all pupils, in all schools supported by public money or under State control, in physiology and hygiene, with special reference to the effect of alcoholic drinks, stimulants, and narcotics upon the human system.

**SEC. 2.** No certificate shall be granted to any person, to teach in the pub-

lie schools of the State of Maine, after the first day of January, eighteen hundred and eighty-five, who has not passed a satisfactory examination in physiology and hygiene, with special reference to the effect of alcoholic drinks, stimulants, and narcotics upon the human system.

The Superintendent reports that something is being done in every county, but that the letter of the law is being obeyed in but few towns and cities. There is a growth of sentiment, however. W. C. T. U. books take the lead. The subject has been discussed at Teachers' Institutes.

A circular was sent to Supervisors and teachers, calling attention to the requirement of the law. If Maine should ask for the amendment of her law to include the specification described by all our symbols, she could better secure a more satisfactory enforcement.

The W. C. T. U.'s of this State did efficient work for it last winter, when the Blair bill was pending.

#### NEW HAMPSHIRE.

Miss C. R. Wendell, Superintendent.

*An Act to amend Sections 4, 5, and 10 of Chapter 89 of the General Laws.*

*Be it enacted by the Senate and House of Representatives, in General Court convened:*

SECTION 1. That Section 4 of Chapter 89 of the General Laws be, and is, so amended as to read as follows:

Teachers of common schools shall be examined in reading, spelling, writing, English grammar, arithmetic, geography, and the elements of history, and in physiology and hygiene, with special reference to the effect of alcoholic drinks, stimulants, and narcotics upon the human system; and in other branches usually taught in said schools.

SEC. 3. That Section 10 of Chapter 89 of the General Laws be, and is, so amended.

This law should be amended.

Growing sentiment in favor of the law is reported. Progress has been made in the past year. School Boards and teachers are more generally interested, and many of the latter enthusiastic in teaching this study. The circular "Our Reason Why" and "Familiar Talks on Scientific Temperance Instruction" by Miss Willard, were sent out, and introduction of Pathfinder Series, where possible, was urged.

Many Unions have done good work in appointing committees to confer with school authorities, and in some cases the Pathfinder Series were supplied for their instruction.

One thousand copies of "Journal of Education" special number were distributed to teachers in the State.

Before town elections the Unions were requested to use their influence to have the right man elected to fill offices, and where allowed by law, urged to use the right of school suffrage as a sacred trust, in trying to secure on the school committee who would enforce the temperance education law. As a result, many women were active in influence, and in twelve



towns they voted for school boards. Out of sixty towns heard from, all but three report that Scientific Temperance is taught more or less in their schools, with text-books in higher grades and orally in the lower grades. All kinds of books are used. Many encouraging items in connection with the teaching of this branch have been received.

In one town the Chairman of School Committee is a physician, who gives lectures before the High School on physiology and hygiene, with special reference to scientific methods, which are open to all and well attended.

In another place some of the teachers of the primary schools have taken turns in giving exercises with the children on what they have taught them in this study, at public meetings held on Sunday afternoons. The subject has been presented at several of the county institutes, and at one of them a teacher gave an exercise with a class.

#### VERMONT.

Miss Rowena A. Pollard, Superintendent.

An Act to Provide for the Study of Scientific Temperance in the Public Schools of the State of Vermont.

*It is hereby enacted by the General Assembly of the State of Vermont:*

SECTION 1. In addition to the branches in which instruction is now required by law to be given in the public schools, instruction shall also be given as to the nature of alcoholic drinks and narcotics and special instruction as to their effects upon the human system in connection with the several divisions of the subject of Physiology and Hygiene. And such subjects shall be taught as thoroughly as arithmetic and geography are taught in said schools. Such instruction shall be given orally to pupils who are not able to read, and shall be given by the use of text-books in the care of pupils who are able to read. And such instruction shall be given as aforesaid to all pupils in all public schools in the State.

SEC. 2. The text-books used for the instruction required to be given by the preceding section shall give at least one fourth of their space to the consideration of the nature and effects of alcoholic drinks and narcotics; and the books used in the highest grade of graded schools shall contain at least twenty pages of matter relating to this subject. Text-books on Physiology in use in the schools at the time this act takes effect, which are not in accordance with the requirements of this section, shall be changed for books satisfying the requirements of this section, except when previous contracts as to such text-books are now in force.

SEC. 3. Each teacher of a public school in this State shall, before lodging the school register with the district clerk as provided by section 620 of the Revised Laws, certify therein whether instruction has been given (in the school or grade presided over by such teacher) as required by this act; and no public money shall be paid over to the treasurer of a union or other district unless the register of such district contains the certificate of the teacher that instruction has been given as required by this act.

SEC. 4. All acts or parts of acts heretofore enacted referring to the study

of Physiology and Hygiene, which shall give special prominence to the effects of stimulants and narcotics upon the human system, or to the selection of text-books to be used in the pursuance of that study, are hereby repealed, except those relating to the examination of teachers in this branch.

SEC. 5. This act shall take effect from its passage, but shall not apply to the division of the public school moneys made in 1887.

LEVI K. FULLER, *President of the Senate.*

JOSIAH GROUT, *Speaker of the House of Representatives.*

Approved, November 24, 1886.

EBENEZER J. ORMSBEE, *Governor.*

*An Act Relating to Text-books in Public Schools.*

*It is hereby enacted by the General Assembly of the State of Vermont:*

SECTION 1. Text-books in the branches required by law to be taught in the public schools in relation to the nature and effects of alcoholic drinks and narcotics shall be furnished to the scholars in such schools at the expense of the State, and shall be selected, procured, and distributed under the provisions of the following sections:

SEC. 2. The selection of such text-books for use in the public schools of the State shall be made by a State Board, composed of three persons to be appointed by the governor.

SEC. 3. This board shall hold a meeting before the first day of January, 1887, at which meeting they shall select one book of a grade on that subject required by law, to be taught in such schools. At such meeting the State Board shall also prescribe regulations, under which the books shall be furnished to scholars by the town superintendents, and regulations as to the return of books after use. The board shall cause the list of books selected, and the regulations adopted as to the distribution, and return of books to be printed, and a copy forwarded to each town superintendent.

SEC. 4. The board shall immediately make, in the name of the State, written and sealed contracts with the publishers of the books selected. In such contracts they shall stipulate the price at which the books shall be furnished, also that books shall be furnished at such times and in such numbers as may be required by the State during the next five years. Such contract, when executed, shall be filed with the Secretary of State.

SEC. 5. Each town superintendent shall in the month of January, 1887, and in the month of January of each succeeding year, estimate the number of text-books of each kind, selected by the State Board, which will be needed to supply the scholars in the public schools in such town, during the ensuing year, and shall forward to the Secretary of State such estimate.

SEC. 6. The Secretary of State, having received the estimates from the town superintendents, shall transmit orders for the same to the contractors therefor. The books ordered shall be forwarded to the Secretary of State, and by him at the expense of the State to the town superintendents. A record shall be kept in the office of said Secretary, of books ordered, received, and distributed under the provisions of this section. The said Sec-

retary shall also certify to the Auditor of Accounts the amounts due to the contractors for books furnished, and the auditor shall draw his order therefor.

SEC. 7. Books received by town superintendents, under the provisions of the preceding section,\* shall be distributed by him in conformity with the regulations prescribed by the State Board, and may be reclaimed by him when the regulations so prescribe. Such books, though placed in the hands of the scholars, shall remain the property of the State, and the rights of the scholars therein shall be regarded as a right solely to the use thereof.

SEC. 8. If for any reason, after the selection of a list of text-books and adjournment of the State Board, it becomes impossible to procure a text-book recommended, or to procure them in sufficient number, the chairman of the board shall notify a meeting of said board, and the board at such meeting shall select some other book in the place of that impossible to be procured, and shall make contracts with the publishers of such books in the same manner as heretofore prescribed.

SEC. 9. The members of the board shall receive three dollars a day for not exceeding three days' attendance upon the meeting of the board, and ten cents per mile for travel each way. But no member of the board shall receive any commission, percentage, or other consideration, either directly or indirectly upon books selected as required by this act.

SEC. 10. This act shall take effect from its passage.

JOSIAH GROUT, *Speaker of the House of Representatives.*

LEVI K. FULLER, *President of the Senate.*

Approved, November 24, 1886.

EBENEZER J. ORMSBEE, *Governor.*

In 1886 Vermont was the first State in the world to enact a law that said in effect "the children *shall* be taught temperance." It was also the first State to revise an imperfect law on this subject, and make it as stringent as human law can be. This was done last autumn under the special care of the State President Mrs. Perkins, and the National Superintendent at the capital, Montpelier. By them the incidents of that campaign can never be forgotten. Never did the "book job" cry ring more fiercely in human ears from liquor men and agents of books which this statute outlaws. The bill passed finally in the night, a few hours before the legislature adjourned, after the governor had vetoed it. The men who went home thinking they had killed it the night before woke in the morning to find it had become a law. Mrs. Perkins says of this:

"After eight years of persistent effort, we have now secured a law which demands and compels with penalties that 'all pupils in all public schools of the State shall be taught the nature of alcoholic drinks and other narcotics. Children too young to read shall receive oral instruction, and those who can read shall use a text book.' The law also specifies that the text-books must devote one fourth their space to the effects of alcohol and other narcotics, and provides that no school district can receive its share of the



public money unless the school register shows that this law has been complied with. Besides this, the State is to provide free text-books to be used in the prosecution of this study, so that every provision seems to have been made to insure the full and complete enforcement of this much-desired law."

The State adopted the Pathfinder books for nearly all the schools. A few of Brands only were put in upper classes in grammar grades.

#### MASSACHUSETTS.

Alice J. White, Superintendent.

An Act requiring Physiology and Hygiene to be taught in the Public Schools.

*Be it enacted by the Senate and House of Representatives, in General Court assembled, and by the authority of the same, as follows:*

SECTION 1. Physiology and Hygiene, which, in both divisions of the subject, shall include special instruction as to the effect of alcoholic drinks, stimulants, and narcotics on the human system, shall be taught as a regular branch of study to all pupils in all schools supported wholly or in part by public money, except special schools maintained solely for instruction in particular branches, such as drawings, mechanics, arts, and like studies. All acts or parts of acts relating to the qualifications of teachers in the public schools shall apply to the branch of study prescribed in this act.

SEC. 2. All penalties now fixed for neglect to provide instruction in the branches of study now prescribed by law, shall apply to the branch of study prescribed in section 1.

SEC. 3. This act shall take effect on the first day of August, in the year eighteen hundred and eighty-five.

Barnstable County reports the law enforced in every town, and most excellent work is being done there. Interesting items in the way of a growing sentiment on the subject are being reported.

One little boy told his teacher that since she told him about beer he has not drunk any himself and his father and mother not nearly so much.

One father was induced to give up tobacco by reading Child's Health Primer.

Between seventy and eighty of our Massachusetts teachers attended the Saratoga Summer School of Methods, and there had the privilege of attending Prof. Edwin F. Kimball's course on physiology and alcohol. His teaching was received with enthusiasm.

The law of this State needs amending. To assure full enforcement, must have a penalty.

#### CONNECTICUT.

Mrs. C. A. Buell, Superintendent.

"Physiology and Hygiene, relating especially to the effects of alcoholic liquors, stimulants, and narcotics on the human system, shall be taught as branches of study in the public schools, and persons desiring to teach in such schools shall, after June 1, 1887, be found qualified to teach said branches of study before receiving the certificate required by law."

"Chapter 18 of the public acts of 1882 is hereby repealed."

"The State Board of Education shall prescribe the text-books to be used in teaching Physiology and Hygiene, as required by law, and shall prepare, or cause to be prepared, a text-book, and, if desirable, charts for such teaching; which text-books and charts shall be furnished to towns and school districts for the use of schools, and in the public schools needing the same."

The text-book which was furnished to the schools by the State proved very unsatisfactory, and as this law may be interpreted to exclude other books, it leaves the subject in an unfortunate shape.

#### RHODE ISLAND.

Elizabeth H. Lawson, Superintendent.

An Act in relation to the giving of instruction in Physiology and Hygiene in the Public Schools.

"The school committees of the several towns shall make provisions for the instruction of the pupils, in all schools supported wholly or in part by public money, in Physiology and Hygiene, with special reference to the effect of alcoholic liquors, stimulants, and narcotics upon the human system."

Passed April 24, 1884.

The above law being the only law ever passed by the Rhode Island legislature to control our public schools it is a power in producing sentiment.

Children are found to be more interested in and ready to join Loyal Legions and attend temperance schools.

Committees have been slow to move in the direction of compulsion. But on recognizing more their responsibility, they are moving toward a full execution of the law.

The School Commissioner's report for 1886-7 says: "No statute requiring examination of teachers in this study, but a few towns have made laws to that effect. Text-books are not in the hands of pupils except in the State Normal School. The law is otherwise enforced by readings, essays, recitations, and orally. Textbooks adopted in Providence County in eleven towns out of fifteen; in Newport County, in five out of seven; in Washington County, wholly—that is, seven towns; in Kent County, in three out of five; in Bristol County, in one only."

The Rhode Island W. C. T. U. will soon ask for a more stringent statute.

#### NEW YORK.

Mrs. Marion S. Tift, Superintendent.

An Act relating to the Study of Physiology and Hygiene in the Public Schools.

*The people of the State of New York, represented in Senate and Assembly, do enact as follows:*

SECTION 1. Provisions shall be made by the proper local school authorities for instructing all pupils in all schools supported by public money, or under State control, in Physiology and Hygiene, with special reference to the effect of alcoholic drinks, stimulants, and narcotics upon the human system.

SEC. 2. No certificate shall be granted any person to teach in the public schools of the State of New York, after the first day of January, eighteen hundred and eighty-five, who has not passed a satisfactory examination in Physiology and Hygiene, with special reference to the effect of alcoholic drinks, stimulants, and narcotics upon the human system.

The law does not appear to be enforced in any city. In Albany scientific temperance is taught in some schools every day; in others twice a week. Brooklyn reports scientific temperance not in schools except in the form of lectures in Grammar departments. Utica has only a few schools complying; Troy, but little done in this city; Elmira, one lesson a week in primary departments.

The law is partially enforced in twenty-eight counties. In every part of the State, as far as heard from, teachers have been examined in this study. This study has been discussed at teachers' institutes and conventions in numerous instances, and introduced for the first time at last summer's session of the National School of Methods, at Saratoga—a most encouraging sign in the progress. The subject was there ably presented by Prof. Edwin F. Kimball, of Boston.

This statute should be amended to include more specific provisions that will insure better enforcement.

The ladies of the W. C. T. U. of this State rendered most efficient help for the Blair Bill last winter.

#### NEW JERSEY.

Miss A. Leavett, Superintendent. No report received from this State this year.

#### DELAWARE.

Mrs. Kate K. Brown, Superintendent.

**An Act to Provide for the Study of Scientific Temperance in the Public Schools of Delaware.**  
*Be it enacted by the Senate and House of Representatives of the State of Delaware in General Assembly met :*

SECTION 1. Provision shall be made immediately upon the passage of this act, by the School Commissioners and local School Boards, for instructing all pupils in all public schools, receiving aid from the school fund of this State, in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants, and narcotics upon the human system, such instructions to be given orally, in primary schools, where pupils can not read.

SEC. 2. No certificate shall be granted any person to teach in the public schools of the State of Delaware after the first day of January, eighteen hundred and eighty-eight, who has not passed a satisfactory examination in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants, and narcotics upon the human system.

SEC. 3. It shall be the duty of the State or County Superintendent to see that the provisions of section 1 are complied with.

SEC. 4. All acts or parts of acts not in harmony with this act are hereby repealed.

Passed at Dover, April 12, 1887.



Although only passed in April in this year, the law is very generally enforced, because the way was prepared so thoroughly for it by members of the Unions.

The subject was presented at the State Teachers' Association by the State Superintendent, in a paper on "the relation of the teacher to the execution of the new Scientific Temperance Law."

The outlook seems very encouraging in this little State.

Many letters were written for, and much interest shown in, the Blair Educational Bill.

#### PENNSYLVANIA.

Mrs. Joseph D. Weeks, State Superintendent. Legislature of Pennsylvania.

An Act Relating to the Study of Physiology and Hygiene in the Public Schools of the Commonwealth, and Educational Institutions Receiving Aid from the Commonwealth.

*It is enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania, in General Assembly met, and it is hereby enacted by the authority of the same:*

SECTION 1. That physiology and hygiene—which shall, in each division of the subject so pursued, include special reference to the effect of alcoholic drinks, stimulants, and narcotics upon the human system—shall be included in the branches of study now required by law to be taught in the common schools, and shall be introduced and studied as a regular branch by all pupils in all departments of the public schools of the Commonwealth, and in all educational institutions supported, wholly or in part, by money from the Commonwealth.

SEC. 2. It shall be the duty of County, City, and Borough Superintendents, and boards of all educational institutions receiving aid from the Commonwealth, to report to the Superintendent of Public Instruction any failure or neglect on the part of Boards of School Directors, Boards of School Controllers, Boards of Education, and boards of all educational institutions receiving aid from the Commonwealth, to make proper provision in any and all of the schools or districts under their jurisdiction, for instruction in physiology and hygiene, which, in each division of the subject so pursued, gives special reference to the effect of alcoholic drinks, stimulants, and narcotics upon the human system, as required by this act; and such failures on the part of Directors, Controllers, Boards of Education, and boards of educational institutions receiving money from the Commonwealth, thus reported or otherwise satisfactorily proved, shall be deemed sufficient cause for withholding the warrant for State appropriation of school money, to which such district or educational institution would otherwise be entitled.

SEC. 3. No certificate shall be granted any person to teach in the public schools of the Commonwealth, or in any of the educational institutions receiving money from the Commonwealth, after the first Monday of June, Anno Domini one thousand eight hundred and eighty-six, who has not passed a satisfactory examination in physiology and hygiene, with special

reference to the effect of alcoholic drinks, stimulants, and narcotics upon the human system.

SEC. 4. All laws or parts of laws inconsistent with the provisions of this act are hereby repealed.

No town, city, or county is reported as wholly neglecting the law, while the thoroughness of the enforcement should be improved.

The subject has been presented at almost every county and many local institutes by speakers especially employed, followed by discussion by teachers.

The great need of trained instructors is felt. County Superintendents of schools are asking for them.

A great deal of literature was distributed last winter at institutes.

In answer to the question, "Has the emphasis in teaching this branch in said schools been chiefly on the physiology or on the effects of alcoholic drinks and narcotics on the human system?" comes the reply our County Superintendent, "Some places. Chiefly on the bones,"

This State will, the coming year, select new books. It is hoped that the "bones" will not be the "especial" topic in the books next used by the children of Pennsylvania on this subject.

No State last winter, as a whole, rendered more efficient aid to secure the passage of the bill for Federal aid for common schools than Pennsylvania.

#### MARYLAND.

Mrs. James Pollard, Superintendent.

*"Be it enacted by the General Assembly of Maryland:*

*"That the nature of alcoholic drinks and narcotics, with special instruction as to their effects upon the human system, in connection with the several divisions of the subject of physiology and hygiene, shall be included in the branches of study taught in the common schools, and shall be taught to and studied by all pupils whose capacity will permit of it, in all departments of the public schools of the State, and in all educational institutions supported wholly, or in part, by money from the State; and that the said study shall be taught to and studied by said pupils in said schools as thoroughly, and in the manner as other like branches are there taught and studied, with text-books in hands of pupils where other like branches are there taught."*

The law is being carried out in eighteen counties.

A decrease of the use of cigarettes among the boys is noticed as one result of this study in schools.

#### WEST VIRGINIA.

Mrs. I. H. Duval, Superintendent.

SCIENTIFIC TEMPERANCE INSTRUCTION—THE NEW LAW NOW IN FORCE IN WEST VIRGINIA.

An Act to provide for the study of the Nature of Alcoholic Drinks and Narcotics, and of their Effects upon the Human System, in connection with the subject of Physiology and Hygiene, by the pupils in the Public Schools of the State of West Virginia.

*Be it enacted by the Legislature of West Virginia:*

SECTION 1. That the nature of alcoholic drinks and narcotics, and special

instruction as to their effects upon the human system, in connection with the several divisions of the subject of Physiology and Hygiene, shall be included in the branches of study taught in the common or public schools, and shall be taught as thoroughly, and in the same manner, as other like required branches are in said schools, to all pupils in all said schools throughout the State.

SEC. 2. It shall be the duty of the proper officers in control of any school described in the foregoing section, to enforce the provisions of this act; and any such officer, school director, committee, Superintendent, or teacher, who shall refuse, or neglect, or fail to make proper provisions for the instruction required, and in the manner specified by the first section of this act, for all pupils in each and every school under his jurisdiction, shall be removed from office and the vacancy be filled as in other cases.

SEC. 3. No certificate shall be granted to any person to teach in the public schools of the State, after the first day of January, Anno Domini eighteen hundred and eighty-nine, who has not passed a satisfactory examination in Physiology and Hygiene, with special reference to the nature and effects of alcoholic drinks and narcotics upon the human system.

Passed February 4; approved February 17, 1887.

NOTE BY THE CLERK OF THE HOUSE OF DELEGATES: The foregoing act takes effect at the expiration of ninety days after its passage.

Not much can be reported as yet, on account of the newness of the law.

The Pathfinder series has, unfortunately, not been introduced, the State having made a contract with the parties for the introduction of books less worthy. Names of 1,500 teachers were presented on the petitions praying for the enactment of the law, and at all institutions convened since its passage resolutions have been passed promising earnest efforts for its enforcement.

#### NORTH CAROLINA.

Mrs. Lydia N. Blair, Superintendent.

North Carolina still has no temperance education law, but the women of the Unions are earnestly working, by means of petition, influencing legislators and the press to bring about the desired result. More interest was shown than two years ago, when the petition for a statute was presented to the legislature.

Steele's Physiology is the authorized text-book, and Pathfinders, Nos. 1 and 2, are used to a certain extent in a number of schools.

The petitions sent out in the interest of the Blair bill were circulated with interest, though there is some mistaken opposition to this idea for Federal aid.

#### SOUTH CAROLINA.

Mrs. F. A. Walter, Superintendent.

The Superintendent reports a steady growth in public sentiment toward temperance instruction in schools, many expressing an interest in that branch of temperance work which they do not in any other.



The W. C. T. U. again petitioned for the passage of a statute for this object, Mrs. Chapin addressing the legislature.

Steele's Physiology is used in nearly all the high schools. The State Superintendent has recently sent out a circular letter, stating that hereafter teachers are to be examined in Physiology and Hygiene, two branches not included heretofore, and that supplementary reading in Physiology was to be introduced into the high grades, thus preparing the way for much temperance teaching when the law is once obtained.

#### GEORGIA.

Mrs. Missouri H. Stokes, Secretary.

The W. C. T. U. have again made heroic efforts for securing a temperance education law.

A memorial, accompanied by thousands of names, including members of College Faculties, and in some instances of school boards, was presented in person by several of the State officers. It was indorsed by the North Georgia Conference and various temperance associations, and drawn up by a member of the Senate.

This good, strong bill was, however, laid aside, and a substitute passed, permitting Physiology to be studied in the common schools.

#### FLORIDA.

Mrs. E. S. Thorpe, Superintendent.

Yards of petition, accompanied by a strong and wisely-worded bill, were presented to the legislature. Quantities of literature was also sent for the information of the members. But notwithstanding the members of the W. C. T. U. put their very souls into the work, the bill was defeated, through the opposition of the State Superintendent of Instruction. Much enlightenment will result from the circulation of petitions and discussions, which will lead to certain, and not far distant, success. •

#### ALABAMA.

Mrs. Mamie Jolly VanHook, Superintendent.

An Act relating to the Study of Hygiene and Physiology in the Public Schools in this State.

SECTION 1. *Be it enacted by the General Assembly of Alabama:* That provision shall be made by the Superintendent of Education for instructing all pupils, in all schools and colleges supported in whole or in part by public money, or under State control, in Hygiene and Physiology, with special reference to the effect of alcoholic drinks, stimulants, and narcotics upon the human system.

SEC. 2. *Be it further enacted:* That no certificate of first and second grade shall be granted any person to teach in the public schools of this State, after the 20th day of September, 1885, who has not passed a satisfactory examination in Hygiene and Physiology, with special reference to the effect of alcoholic drinks, stimulants, and narcotics upon the human system; and it shall be the duty of the State and County Superintendents of Education to see that this law is properly carried into effect.

Approved February 10, 1885.

The law is not enforced in more than one half the counties. Steele's and Barnes' series are generally used. Lady teachers are generally in hearty sympathy, but the gentlemen rarely so.

Among encouraging incidents, we find that boys who were addicted to cigarette smoking now refuse to touch one.

One little boy refused to accept a glass of soda, until assured there was no alcohol in it.

#### MISSISSIPPI.

Mrs. H. B. Kells, Superintendent.

The W. C. T. U. are to petition for a strong law the coming winter, and expect to obtain it.

An amendment to the education laws was introduced into the last legislature, and passed the House by a large majority, but was lost in the Senate.

The State Superintendent pledges his support to the temperance bid. Pathfinder series almost universally used in public and private schools.

The Blair educational bill is heartily indorsed by the Mississippi W. C. T. U., and the promise of all of their Congressmen, except one, to vote for it, has been obtained.

#### LOUISIANA.

Mrs. Mary Reed Goodale, Superintendent. At the last National Convention of the Louisiana W. C. T. U., the following resolution was passed:

"That we direct our main efforts during the present year toward securing from our next legislature such a change in our educational laws as shall make compulsory in all departments of public schools the study of physiology and hygiene with special reference to the effect of alcoholic drinks and narcotics on the human system."

The State Board has adopted other books, but, notwithstanding, the Pathfinder series are used in many public as well as private schools.

Unions all over the State worked to aid the passage of the Blair Bill.

#### TEXAS.

Miss Elizabeth March, Superintendent. W. C. T. U. petitioned the legislature of this State for a law, but were unsuccessful. More petitions were sent in than for any other bill during the session of legislature, and many warm friends to the subject were made. The W. C. T. U. declares "the work shall never be given up until the law is secured."

#### ARKANSAS.

Mrs. S. R. Hart, Superintendent. A work preparatory to securing a temperance education law commenced in this State two years before, and carried on with vigor, roused public sentiment in favor of the measure. The bill was lost in the legislature, but only for a time. Nothing is more hopeful than the "we are not discouraged" with which our workers close the story of temporary disappointment.

## TENNESSEE.

Mrs. M. L. Wells, Superintendent. The adoption of a new State school law seems to be necessary in this State before the passage of the temperance education law can be effected. This will be pressed immediately. The Normal Schools and two of the colleges have been presented with the entire set of the Pathfinder books, with the request that they should be used if satisfactory. Flattering replies have been received from nearly every one. Many other schools have adopted them also. The State Superintendent of schools is in sympathy with our efforts.

## MISSOURI.

Mrs. L. O. Brock, Superintendent. No copy of this law at hand. There has been a marked growth in the work of this Department in this State, both in the organization for work in county and local Unions, and in the increased number of towns that are requiring this study in schools. Eighty-nine towns in all are reported as requiring this study. Among them is Kansas City, where it is pursued as a regular study. Teacher's Institutes are voluntarily discussing the question of best methods of teaching it. Good work was done for the Blair Bill by the Missouri W. C. T. U.

## COLORADO.

Mrs. E. M. Wiley, Superintendent.

SECTION 1. That the nature of alcoholic drinks and narcotics, and special instructions as to their effects upon the human system, in connection with the several divisions of the subject of physiology and hygiene, shall be included in the branches of study taught in the public schools of the State, and shall be studied and taught as thoroughly and in the same manner as other like required branches are in said schools, by the use of text-books designated by the board of directors of the respective school districts, in the hands of pupils where other branches are thus studied in said schools, and by all pupils in all said schools throughout the State.

SEC. 2. That it shall be the duty of the proper officers in control of any school described in the foregoing section, to enforce the provisions of this act; and any such officer, school director, committee, superintendent, or teacher who shall refuse, fail, or neglect to comply with the requirements of this act, or shall neglect, refuse, or fail to make proper provisions for the instruction required, and in the manner specified by the first section of this act, for all pupils in each and every school under his jurisdiction, shall be removed from office and the vacancy filled as in other cases.

The Colorado W. C. T. U. at the last annual Convention voted to petition the next General Assembly for a temperance education law. The prefixed statute has been enacted. Earnest, faithful work of local superintendents did much toward creating public sentiment favoring temperance education. Pathfinder series has been introduced into a large number of the public schools of this young State.



## CALIFORNIA.

Mrs. Dorcas J. Spencer, Superintendent.

## CHAPTER CXXIII.

An Act to amend sections one thousand six hundred and sixty-five and one thousand six hundred and sixty-seven of the Political Code of California, relating to branches of studies to be taught in the public schools. [Approved March 15, 1887.]

*The People of the State of California, represented in Senate and Assembly, do enact as follows:*

SECTION 1. Section one thousand six hundred and sixty-five of the Political Code of the State of California is hereby amended to read as follows:

1665. Instruction must be given in the following branches, in the several grades in which each may be required, viz.: Reading, writing, orthography, arithmetic, geography, grammar, history of the United States, elements of physiology and hygiene (with special instructions as to the nature of alcoholic drinks and narcotics and their effects upon the human system), vocal music, elements of book-keeping and industrial drawing, and practical entomology.

SEC. 2. Section one thousand six hundred and sixty-seven of the Political Code is hereby amended to read as follows:

1667. Instruction must be given in all grades of schools and in all classes during the entire school course, in manners and morals, (and upon the nature of alcoholic drinks and narcotics, and their effects upon the human system.)

SEC. 3. This act shall take effect immediately.

## CALIFORNIA SCHOOL LAW.

Section 1672. Any school district, town, or city, the officers of which knowingly allow any schools to be taught in violation of these provisions, forfeits all right to any State or county apportionment of school moneys; and upon satisfactory evidence of such violation, the Superintendent of Public Instruction and School Superintendent must withhold both State and county apportionments.

Not much can be said of the enforcement of the law, as it was passed last March, and the fall term of school has but just commenced. Having wisely secured the introduction of temperance physiologies in seven eighths of all the schools of the State, before the law was enacted, great advantage is found in being obliged to make no abrupt changes now. At the last stated examinations, all teachers were required to pass a severe test on these points.

## OREGON.

Mrs. R. E. Hoxter, Superintendent.

The following is a section of the school law relating to temperance education passed by the legislature in the winter of 1884-5:

SECTION 3. It shall be the duty of the teacher to labor during school hours to advance the pupils in their studies, to create in their minds a desire for knowledge, principle, morality, politeness, cleanliness, and the

preservation of physical health; and it is hereby made the duty of every teacher to give, and of every Board of Directors to cause to be given to all pupils, suitable instruction in physiology and hygiene, with special reference to the effect of stimulants and narcotics upon the human system.

This law went into force last September. Good results are already noticed in positive temperance sentiment created among the pupils as a result of this study in the schools.

MINNESOTA.

Mrs. C. S. Winchell, Superintendent.

An Act passed by the Legislature of the State of Minnesota, relating to instruction in public school in Physiology and Hygiene, with special reference to the effects of stimulants and narcotics upon the human system.

*Be it enacted by the Legislature of the State of Minnesota:*

SECTION 1. It shall be the duty of the Board of Education and Trustees in charge of schools and educational institutions supported in whole or in part by public funds, to make provision for systematic and regular instruction in Physiology and Hygiene, including special reference to the effects of stimulants and narcotics upon the human system.

SECTION 2. It shall be the duty of all teachers in public schools in this State to give systematic and regular instruction in Physiology and Hygiene, including special reference to the effects of stimulants and narcotics upon the human system; and any neglect or refusal on the part of said teachers to provide instruction as aforesaid, shall be deemed sufficient cause for annulling his or her certificate by the County Superintendent or other competent officer.

SECTION 3. No certificate shall be granted any person to teach in the public schools of this State after January 1st, one thousand eight hundred and eighty-eight (1888), who has not passed a satisfactory examination in Physiology and Hygiene, with special reference to the effects of stimulants and narcotics upon the human system.

SECTION 4. It shall be the duty of the County Superintendent of Schools to report to the Superintendent of Public Instruction any failure or neglect on the part of the Board of Education or Trustees of a school or institution receiving aid in whole or in part from the State, to make provision for the instruction aforesaid, and such failure or neglect being satisfactorily proven by the County Superintendent or by other persons, it shall be sufficient warrant upon which the Superintendent of Public Instruction may withhold the apportionment of the current school fund from such district; provided, that not more than one fourth of said apportionment shall be withheld upon the first offense, one third upon the second, and one half upon any subsequent offense.

SECTION 5. That the Superintendent of Public Instruction and the presidents of the normal schools of this State be directed to recommend some suitable text-book, and to furnish the same at cost to the several school districts of this State, for the study of Physiology and Hygiene, with spe-

cial reference to the effects of stimulants and narcotics upon the human system.

SECTION 6. This act shall take effect and be in force from and after its passage.

A. R. MCGILL, *Governor*.

Approved March 1, 1887.

The above not strong law was enacted during the year now closing. strenuous effort was made by the Minnesota W. C. T. U. and friends of Temperance to secure through their text book committee a recommendation of the Pathfinder books, because they considered them the best as temperance text books. This resulted in the forecast book war known to the experience of this Department, with its outcome of attack instigated by book agents. The chairman of this committee announced at the start, "It is doubtful if a radical book is the best." Thus it was evident his sympathies were not with books that, like the Pathfinders, are as "radical" as the truth.

#### WISCONSIN.

Rose C. Swart, Superintendent. The following is the scientific temperance law of Wisconsin:

#### CHAPTER 327.

An Act to amend Section 447 and Section 449 of Chapter 27 of the Revised Statute, entitled "Of Common Schools."

*The people of the State of Wisconsin, represented in Senate and Assembly, do enact as follows:*

SECTION 1. Provision shall be made by the proper local school authorities for instructing all pupils in all schools supported by public money, or under State control, in Physiology and Hygiene, with special reference to the effect of stimulants and narcotics upon the human system.

SECTION 2. The text books used in giving the foregoing instruction shall receive the joint approval of the State Superintendent of Public Instruction and the State Board of Health.

SECTION 3. No certificate shall be granted to any person to teach in the public schools of Wisconsin after the first day of January, 1886, who has not passed a satisfactory examination in Physiology and Hygiene, with special reference to the effect of stimulants and narcotics upon the human system.

SECTION 4. All acts and parts of acts conflicting with the provisions of this act are hereby repealed.

SECTION 5. This act shall take effect and be in force from and after its passage and publication.

Approved April 7, 1885.

The State Superintendent, being a normal school teacher with heavy and continuous duties, has not been able to push the work as she desired. She makes no report of work done.

#### ILLINOIS.

Miss Mary Allen West, Superintendent. This State made this year a strong effort to secure a temperance education law. These successive cam-



paings for this legislation have aroused an interest that has put Scientific Temperance Instruction into many schools through the action of local boards.

#### KENTUCKY.

Mrs. M. A. Watts, Superintendent. True temperance sentiment has been growing. The subject of Scientific Temperance Instruction in public schools was discussed on several occasions at institutes. Scientific temperance is taught at the Deaf and Dumb Asylums at Danville; also at the Reform School, Louisville. Efficient work was done by the Kentucky ladies for the Blair Educational Bill, innumerable letters being written to Congressmen.

#### KANSAS.

Mrs. A. L. Slosson, Superintendent.

An Act concerning Teachers and Studies in Common Schools.

*Be it enacted by the Legislature of Kansas:*

SECTION 1. No certificate shall be granted to any person to teach in any of the public schools of this State after the first day of January, 1886, who has not passed a satisfactory examination in the elements of Physiology and Hygiene, with special reference to the effect of alcohol, stimulants, and narcotics upon the human system: and provision shall be made by the proper officers, committees, and boards for instructing all pupils in each public school supported by public money, or under State control of this State, upon the aforesaid topics.

SECTION 2. This act shall take effect and be in force from and after its publication in the official State paper.

State Superintendent of Education reports the subject taught in all counties, and in no town wholly neglected. Pathfinder series used more than any other. Two thirds of the Teachers' Institutes have been visited by our workers.

#### NEBRASKA.—WINTER OF 1885.

Mrs. Clara Carscadden, Superintendent.

*Be it enacted by the Legislature of the State of Nebraska:*

SECTION 1. Provision shall be made by the proper local school authorities for instructing the pupils in all schools supported by public money, or under State control, in Physiology and Hygiene, with special reference to the effects of alcoholic drinks, and other stimulants, and narcotics upon the human system.

SECTION 2. No certificate shall be granted to any person to teach in the public schools of the State of Nebraska after the first day of January, 1886, who has not passed a satisfactory examination in Physiology and Hygiene, with special reference to the effects of alcoholic drinks, and other stimulants and narcotics upon the human system.

SECTION 3. All acts and parts of acts inconsistent with this act are hereby repealed.

The Superintendent reports grand progress made during the year. The

Unions are looking after the law with vigilance. It is claimed that it is nowhere neglected. Interested parents are sending for circulars, and asking "why we did not think of this work years ago." Nearly all Teachers' Institutes have been reached.

## IOWA.

Mrs. C. A. Dunham, Superintendent. Provisions of Iowa law, like those of Pennsylvania. Copy not at hand. Scientific temperance is taught in more than half the schools of the State. Warm commendations of the Barnes' series come from all parts of the State.

A most decided temperance sentiment is shown, and among the children much strong opposition to alcohol and tobacco has been engendered.

Boys have given up tobacco after years of use, and are becoming strong temperance advocates, in strong contrast to their home training. In the State Boys' Industrial School, the pupils have the Pathfinders. More than two hundred of the three hundred boys have voluntarily taken the pledge since beginning the study, and there is much interest among them on the subject. This has been discussed at a majority of the Teacher's conventions.

## OHIO.

Mrs. Fanny W. Leiter, Superintendent. Mrs. Leiter reports: "For two years we have worked steadily and persistently up to the point of legislative effort last winter. Carried with me to Columbus the utterances of forty different bodies, religious, educational, medical, agricultural, etc., besides a large petition, significant in its character, and yet we were defeated."

She attributes the failure to the "hook job" charge. A captious form of objection we have always had to overcome in every campaign in this country.

## INDIANA.

Miss Lodie E. Reed, Superintendent. The usual methods of securing a law were followed in this State, and a strong sentiment in its favor was aroused. Petitions bearing the names of nearly 30,000 of the best citizens, two thirds of them voters, were presented to the legislature. This bill passed the House, but the political quarrel in the Senate prevented its final adoption.

At the State Teachers' Association, a resolution was unanimously adopted expressing hearty concurrence in the efforts of the W. C. T. U. to secure, by State legislation, a Scientific Temperance Instruction law.

## MICHIGAN.

Mrs. Alice M. Gould, Superintendent.

## AMENDMENT TO THE SCIENTIFIC INSTRUCTION LAW.

The people of the State of Michigan enact, that section 15 of chapter 3 of act No. 164, of the public acts of 1881, entitled "An act to revise and consolidate the laws relating to public instruction and primary schools, and to repeal all statutes contravening the provisions of this act," approved May 21, 1881, as amended by act No. 93, of the public acts of 1883,

approved May 16, 1883, be and the same is hereby amended, so as to read as follows:

Sec. 15. The district board shall specify the studies to be pursued in the schools of the districts, and in addition to the branches in which instruction is now required by law to be given in the public schools of the State, instruction shall be given in physiology and hygiene, with especial reference to the nature of alcohol and narcotics and their effects upon the human system. Such instruction shall be given by the aid of text-books in the case of pupils who are able to read, and as thoroughly as in other studies pursued in the same school. The text-books to be used for such instruction shall give, at least, one fourth of their space to the consideration of the nature and effects of alcoholic drinks and narcotics, and the books used in the highest grade of graded schools shall contain, at least twenty pages of matter relating to this subject. Text-books used in giving the foregoing instruction shall first be approved by the State Board of Education. Each school board making a selection of text-books under the provisions of this act, shall make a record thereof in their proceedings, and text-books once adopted under the provisions of this act shall not be changed within five years, except by the consent of the majority of qualified voters of the district present at an annual meeting. The district board shall require each teacher in the public schools of such district, before placing the school register in the hands of the director as provided in section thirteen of this act, to certify therein whether or not instruction has been given in the school or grade presided over by such teacher, as required by this act, and it shall be the duty of the director of the district to file with the township clerk a certified copy of such certificate. Any school board neglecting or refusing to comply with any of the provisions of this act, shall be subject to fine or forfeiture, the same as neglect of any other duty pertaining to their office.

This act shall apply to all schools in the State, including schools in cities or villages, whether incorporated under special charter or under the general laws.

The passage of the amendment to the law is the great victory of the year in this State. Some specific cases have been mentioned of the influence of the Temperance text-books upon the parents of the pupils. One man in the superintendent's own town has been led to give up the use of alcoholic liquors through these means.

#### THE NATIONAL TEMPERANCE EDUCATIONAL LAW.

An Act to provide for the study of the nature of alcoholic drinks and narcotics, and of their effects upon the human system, in connection with the several divisions of the subject of Physiology and Hygiene, by the pupils in the public schools of the Territories and of the District of Columbia, and in the military and naval academies, and Indian and colored schools in the Territories of the United States.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled:*

SECTION 1. That the nature of alcoholic drinks and narcotics, and spe



cial instruction as to their effects upon the human system, in connection with the several divisions of the subject of physiology and hygiene, shall be included in the branches of study taught in the common or public schools, and in the military and naval schools, and shall be studied and taught as thoroughly and in the same manner as other like required branches are in said schools, by the use of text-books in the hands of pupils where other branches are thus studied in said schools, and by all pupils in all said schools throughout the Territories, in the military and naval academies of the United States, and in the District of Columbia, and in all Indian and colored schools in the Territories of the United States.

Sec. 2. That it shall be the duty of the proper officers in control of any school described in the foregoing section to enforce the provisions of this act, and any such officer, school director, committee, superintendent, or teacher who shall refuse or neglect to comply with the requirements of this act, or shall neglect or fail to make proper provisions for the instruction required and in the manner specified by the first section of this act for all pupils in each and every school under his jurisdiction, shall be removed from office, and the vacancy filled as in other cases.

Sec. 3. That no certificate shall be granted to any person to teach in the public schools of the District of Columbia or Territories, after the first day of January, Anno Domini eighteen hundred and eighty-eight, who has not passed a satisfactory examination in physiology and hygiene, with special reference to the nature and the effects of alcoholic drinks and other narcotics upon the human system.

Approved May 20, 1886.

#### DISTRICT OF COLUMBIA.

Mrs. Lydia H. Tilton, Superintendent.

The Barnes' series are used universally. Great interest is being manifested throughout the schools of the city in this study.

At the examinations attended by the Superintendent, most enthusiastic recitations were from Barnes' Health Primer.

#### MONTANA.

Mrs. E. L. Howey, Superintendent. This Territory comes under the provision of the national law. Much good work is being done. Pathfinder books are chiefly in the schools. Thus the children are getting the whole truth against strong drink. The law is well enforced.

#### NEW MEXICO.

Mrs. A. M. Jarrett, Superintendent. National law applies here. No schools in this vast Territory have placed books in the hands of pupils. The law is enforced in a few counties. Ignorance and lack of funds seem to be the great hindrances to the work. A prayer comes from the Superintendent that the Blair bill may pass this year, thus removing the latter great hindrance to this reform.

## WYOMING.

Mrs. M. N. Grant, Superintendent. This Territory, while having a law of its own, is under the provisions of the national law. A Territory thus fortified ought to be able to do grand work. The Pathfinder series are adopted by the authorities for the Territory. All superintendents are obliged to examine teachers in this subject to comply with both laws. Teachers are in sympathy with the law as far as can be ascertained. Parents report an intense interest on the part of children in discussing the study at home. A child's hand is thus leading the new West.

## DAKOTA TERRITORY.

Under the national law. Mrs. D. W. Meyers, Superintendent. Nearly all the cities and towns report good work, the teaching seeming to be in accordance with the purpose of the law. Pathfinder series are most in use.

## EAST WASHINGTON TERRITORY.

Mrs. J. A. C. Merriman, Superintendent. This Territory has a good temperance education law of its own, and the national temperance education law applies here also. The Pathfinder books have been adopted for the schools of the entire Territory. We were prepared to hear of the progress which is this year reported from this field.

## WEST WASHINGTON TERRITORY.

Mrs. Belinda A. Schaffer, Superintendent. This, like East Washington Territory, is under two strong temperance education laws. One State and the other national, and has the Pathfinder books in all schools. No disposition to evade the law is reported, but general interest, and good work is done.

NEVADA, UTAH, ARIZONA, IDAHO, and ALASKA, are all subject to the national law. Pathfinder books are used chiefly in these Territories. No report reaches us from them.

## INDIAN SCHOOLS.

Under the national law. For more than a year all the United States Indian schools have been teaching the children of the red man from the Pathfinder books to shun the white man's fire-water.

## OTHER LANDS.

The Health Primer, translated into the Hawaiian language, has gone to the Sandwich Islands to be used in the schools of that people. New Zealand, Japan, and the Canadas, are among our other foreign correspondence concerning this work in their own fields.









